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# TriMetrix® DNA

## Management-Staff

## Sylvia Sales

Manager
ABC Corp.
11-27-2015

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# Introduction

The TTI TriMetrix® DNA Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviors, driving forces and competencies. Understanding strengths and weaknesses in each of the three areas will lead to personal and professional development and a higher level of satisfaction.

**The following is an in-depth look at your personal talents in the three main sections:**

## Behaviors

This section of the report is designed to help you attain a greater knowledge of yourself as well as others. The ability to interact effectively with people may be the difference between success and failure in your work and personal life. Effective interaction starts with an accurate perception of oneself.

## Driving Forces

This section of the report provides information on the why of your actions, which with application and coaching, can tremendously impact your valuing of life. Once you know the motivations that drive your actions, you will immediately be able to understand the causes of conflict.

## Integrating Behaviors And Driving Forces

This section of the report will help you blend the how and the why of your actions. Once you can understand how your behaviors and driving forces blend together, your performance will be enhanced and you will experience an increase in satisfaction.

## Competencies

This section presents 25 key competencies and ranks them from top to bottom, defining your major strengths. The skills at the top highlight well-developed capabilities and reveal where you are naturally most effective in focusing your time.


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# Introduction Behaviors

**Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.**

A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent), and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.

**In this report we are measuring four dimensions of normal behavior. They are:**

- How you respond to problems and challenges.
- How you influence others to your point of view.
- How you respond to the pace of the environment.
- How you respond to rules and procedures set by others.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements from areas of behavior in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

*"All people exhibit all four behavioral factors in varying degrees of intensity."*
*–W.M. Marston*


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# General Characteristics

*Based on Sylvia's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior that she brings to the job. That is, if left on her own, these statements identify HOW SHE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of Sylvia's natural behavior.*

Sylvia has a strong ego and usually projects this ego in friendly terms. She is most likely to be at her best in situations where important things, such as values, judgments, feelings and emotions are involved. She prides herself on her "intuition." She tends to trust people and may be taken advantage of because of her high trust level. She is good at creating enthusiasm in others. Sylvia likes to get results through others. She is at her best when she has people working with her. She is driven by status and power. She is optimistic and usually has a positive sense of humor. She likes to develop people and build organizations. Sylvia prefers working for a participative manager. She does her best work in this kind of environment. Her goal is to have and make many friends. At work, she is good at maintaining friendly public relations.

Sylvia tends to break the rules and then attempts to sell you on the fact it was the proper thing to do. She is good at solving problems that deal with people. She likes working for managers who make quick decisions. She is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust her and to see her as receptive and helpful. Sometimes she will seek the quick and simple decision. Her aversion to detailed work motivates her desire for simplicity. She can make decisions even though some of the facts to support the decision may be missing. Because of her trust and willing acceptance of people, she may misjudge the abilities of others. She makes quick decisions.

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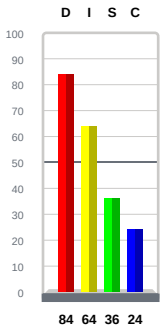


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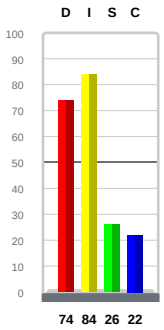



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# General Characteristics Continued

Sylvia will know many people. She has a tendency to be a name dropper. She may do this without thinking, trying to establish rapport with people she may not know well. She will optimistically interact with people in an assured, diplomatic and poised manner. She usually uses many gestures when talking. She has the ability to look at the whole problem; for example, thinking about relationships, being concerned about the feelings of others and focusing on the real impact of her decisions and actions. Sylvia is positive in her approach to dealing with others. She may not understand why everyone doesn't see life as she does! Some see her as too talkative and emotional. She tends to mask some of her directness in friendly terms and is usually recognized as a friendly and trusting person. She is people-oriented and verbally fluent.

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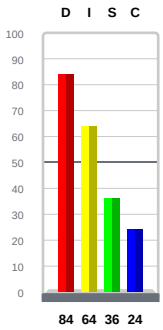


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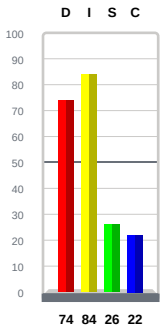



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# Value to the Organization

*This section of the report identifies the specific talents and behavior Sylvia brings to the job. By looking at these statements, one can identify her role in the organization. The organization can then develop a system to capitalize on her particular value and make her an integral part of the team.*

- Negotiates conflicts.
- Verbalizes her feelings.
- Bottom line-oriented.
- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Team player.
- Pioneering.
- Can support or oppose strongly.
- Has the confidence to do the difficult assignments.
- Optimistic and enthusiastic.

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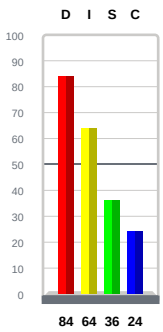


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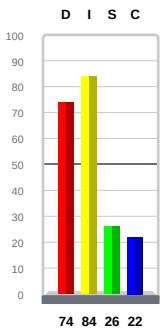



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# Checklist for Communicating

*Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Sylvia. Read each statement and identify the 3 or 4 statements which are most important to her. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Sylvia most frequently.*

## Ways to Communicate

- ☐ Clarify any parameters in writing.
- ☐ Deal with details in writing, have her commit to modes of action.
- ☐ Offer special, immediate and continuing incentives for her willingness to take risks.
- ☐ Leave time for relating, socializing.
- ☐ Understand her defiant nature.
- ☐ Speak at a rapid pace.
- ☐ Provide ideas for implementing action.
- ☐ Appeal to the benefits she will receive.
- ☐ Read the body language for approval or disapproval.
- ☐ Plan interaction that supports her dreams and intentions.
- ☐ Provide a warm and friendly environment.

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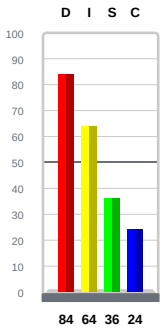


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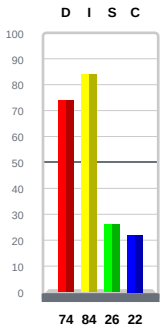


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# Checklist for Communicating Continued

*This section of the report is a list of things NOT to do while communicating with Sylvia. Review each statement with Sylvia and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.*

## Ways **NOT** to Communicate

- ☐ "Dream" with her or you'll lose time.
- ☐ Be paternalistic.
- ☐ Let her overpower you with verbiage.
- ☐ Hesitate when confronted.
- ☐ Talk down to her.
- ☐ Drive on to facts, figures, alternatives or abstractions.
- ☐ Be dictatorial.
- ☐ Give her your opinion unless asked.
- ☐ Leave decisions hanging in the air.
- ☐ Ramble.
- ☐ Waste time trying to be impersonal, judgmental or too task-oriented.
- ☐ Legislate or muffle--don't overcontrol the conversation.
- ☐ Be curt, cold or tight-lipped.

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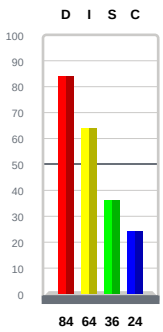


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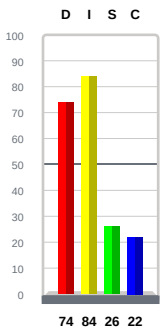



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# Communication Tips

*This section provides suggestions on methods which will improve Sylvia's communications with others. The tips include a brief description of typical people with whom she may interact. By adapting to the communication style desired by other people, Sylvia will become more effective in her communications with them. She may have to practice some flexibility in varying her communication style with others who may be different from herself. This flexibility and the ability to interpret the needs of others is the mark of a superior communicator.*

**When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:**

- Prepare your "case" in advance.
- Stick to business.
- Be accurate and realistic.

**Factors that will create tension or dissatisfaction:**

- Being giddy, casual, informal, loud.
- Pushing too hard or being unrealistic with deadlines.
- Being disorganized or messy.

**When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:**

- Be clear, specific, brief and to the point.
- Stick to business.
- Be prepared with support material in a well-organized "package."

**Factors that will create tension or dissatisfaction:**

- Talking about things that are not relevant to the issue.
- Leaving loopholes or cloudy issues.
- Appearing disorganized.

**When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:**

- Begin with a personal comment--break the ice.
- Present your case softly, nonthreateningly.
- Ask "how?" questions to draw their opinions.

**Factors that will create tension or dissatisfaction:**

- Rushing headlong into business.
- Being domineering or demanding.
- Forcing them to respond quickly to your objectives.

**When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:**

- Provide a warm and friendly environment.
- Don't deal with a lot of details (put them in writing).
- Ask "feeling" questions to draw their opinions or comments.

**Factors that will create tension or dissatisfaction:**

- Being curt, cold or tight-lipped.
- Controlling the conversation.
- Driving on facts and figures, alternatives, abstractions.


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# Perceptions

## See Yourself as Others See You

*A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Sylvia's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Sylvia to project the image that will allow her to control the situation.*

### Self-Perception

*Sylvia usually sees herself as being:*

- Enthusiastic
- Outgoing
- Charming
- Inspiring
- Persuasive
- Optimistic

### Others' Perception - Moderate

*Under moderate pressure, tension, stress or fatigue, others may see her as being:*

- Self-Promoting
- Glib
- Overly Optimistic
- Unrealistic

### Others' Perception - Extreme

*Under extreme pressure, stress or fatigue, others may see her as being:*

- Overly Confident
- Talkative
- Poor Listener
- Self-Promoter

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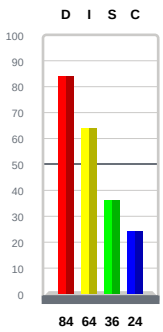


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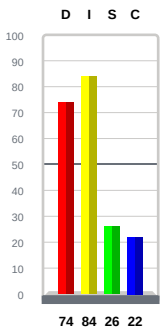



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# The Absence of a Behavioral Factor

*The absence of a behavioral factor may provide insight into situations or environments that may cause tension or stress. Based on research, we are able to identify situations that should be avoided or minimized in a person's day-to-day environment. By understanding the contribution of a low behavioral style, we are able to better articulate a person's talents and create environments where people can be more effective.*

**Situations and circumstances to avoid or aspects needed within the environment in order to minimize behavioral stress.**

- Avoid situations where the lack of fear is the driving force versus the return for the organization.
- Avoid situations where critical analysis is required, and move toward an out-of-the-box brainstorming environment.
- Avoid working environments where risk taking is not rewarded or encouraged.

**Understanding that the need to adapt is unavoidable at times, below are tips for adapting to those with C above the energy line and/or tips for seeking environments that will be conducive to the low C.**

- Stress is demonstrated through body language; be sure to send the same message verbally and physically.
- Understand the need for detail in delegation practices, as this may cause unnecessary stress for others, and the desired result will be more difficult to achieve.
- Breaking rules that others must follow, will be seen as reckless and haphazard.

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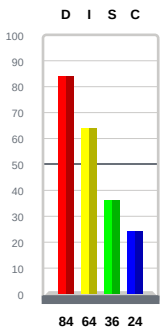


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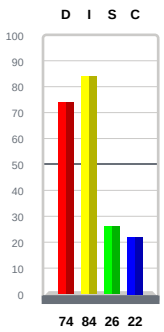


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# Descriptors

*Based on Sylvia's responses, the report has marked those words that describe her personal behavior. They describe how she solves problems and meets challenges, influences people, responds to the pace of the environment and how she responds to rules and procedures set by others.*

| Dominance | Influencing | Steadiness | Compliance |
|---|---|---|---|
| Driving | Inspiring | Relaxed | Cautious |
| Ambitious | Magnetic | Passive | Careful |
| Pioneering | Enthusiastic | Patient | Exacting |
| Strong-Willed | Persuasive | Possessive | Systematic |
| Determined | Convincing | Predictable | Accurate |
| Competitive | Poised | Consistent | Open-Minded |
| Decisive | Optimistic | Steady | Balanced Judgment |
| Venturesome | Trusting | Stable | Diplomatic |
| Calculating | Reflective | Mobile | Firm |
| Cooperative | Factual | Active | Independent |
| Hesitant | Calculating | Restless | Self-Willed |
| Cautious | Skeptical | Impatient | Obstinate |
| Agreeable | Logical | Pressure-Oriented | Unsystematic |
| Modest | Suspicious | Eager | Uninhibited |
| Peaceful | Matter-of-Fact | Flexible | Arbitrary |
| Unobtrusive | Incisive | Impulsive | Unbending |


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# Natural and Adapted Style

*Sylvia's natural style of dealing with problems, people, pace of events and procedures may not always fit what the environment needs. This section will provide valuable information related to stress and the pressure to adapt to the environment.*

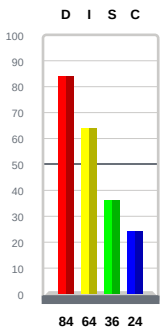
## Problems - Challenges

| Natural | Adapted |
|---|---|
| Sylvia is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Sylvia has a tendency to make decisions with little or no hesitation. | Sylvia sees no need to change her approach to solving problems or dealing with challenges in her present environment. |

## People - Contacts

| Natural | Adapted |
|---|---|
| Sylvia is enthusiastic about her ability to influence others. She prefers an environment in which she has the opportunity to deal with different types of individuals. Sylvia is trusting and also wants to be trusted. | Sylvia feels the environment calls for her to be sociable and optimistic. She will trust others and wants a positive environment in which to relate. |

Adapted Style

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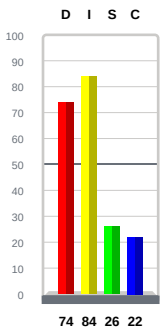



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# Natural and Adapted Style Continued

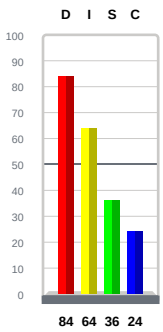
## Pace - Consistency

| Natural | Adapted |
|---|---|
| Sylvia is variety-oriented and demonstrates a need to get from one activity to another as quickly as possible. She usually demonstrates a pronounced sense of urgency. She is eager to initiate change if for nothing else than for change's sake. | Sylvia sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down. |

## Procedures - Constraints

| Natural | Adapted |
|---|---|
| Sylvia is independent by nature and feels comfortable in situations where the constraints are few and far between. She will follow rules as long as she feels that the rules are hers. She has a tendency to rebel from rules set by others and wants input into any constraints. | Sylvia shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Sylvia sees little or no need to change her response to the environment. |

Adapted Style

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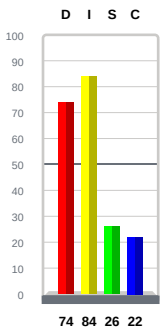



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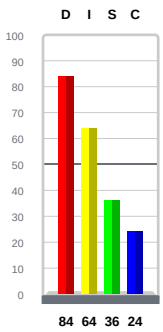
# Adapted Style

*Sylvia sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.*

- Using a creative approach in decision making.
- Firm commitment to accomplishments.
- Flaunting independence.
- Using a direct, forthright and honest approach in her communications.
- Anticipating and solving problems.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- Acting without precedent, and able to respond to change in daily work.
- Persistence in job completion.
- Responding well to challenges: "You say I can't do it? Just watch me!"
- Being creative and unconventional in making a point.
- Being independent and innovative.
- Skillful use of vocabulary for persuasive situations.
- Quickly responding to crisis and change, with a strong desire for immediate results.

Adapted Style

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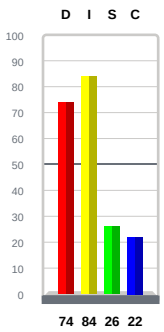



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# Time Wasters

*This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.*

## Procrastination

*Procrastination is the process of delaying action. It is also the inability to begin action.*

**Possible Causes:**

- Priorities have not been set
- Do not see projects or tasks clearly
- Overwhelmed with commitments
- Hope that time will solve or eliminate the problem
- Fear of failure

**Possible Solutions:**

- Set goals and establish priorities
- Break large projects into small steps and do one at a time
- Agree to follow established priorities
- Consider consequences if it doesn't get done
- Remind yourself that you will avoid the stress of putting something off until the last minute

## Cluttered Desk

*A cluttered desk is one that is overloaded by papers, supplies and equipment to the point of impacting the ability to be productive.*

**Possible Causes:**

- See organizing and filing activities as a waste of time
- Want everything at fingertips
- Do not conceptualize a system for grouping information and materials
- Have not established a timeline for tasks or projects

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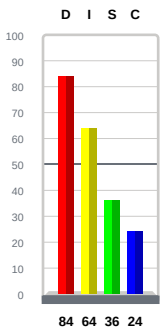
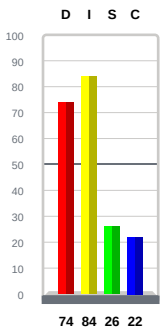



Natural Style





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# Time Wasters Continued

**Possible Solutions:**

- Handle each piece of mail only once, i.e. pitch it, file it or delegate it
- Set up (or have someone else set up) an information storage and retrieval system
- Get off mailing lists that are of no interest to you
- Remind yourself that the time it takes to open "junk" mail robs you of time for more important tasks
- Establish a time limit for certain projects and only have current project material on your desk

## Desire To Be Involved With Too Many People

*The desire to be involved with too many people is involvement that extends beyond business interactions to the point of interfering with work. Beyond being friendly, it is excessive socializing.*

**Possible Causes:**

- Have many interests
- Want to be seen as one of the gang
- Need praise and approval from others

**Possible Solutions:**

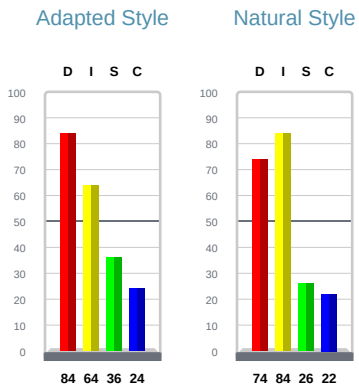
- Recognize your time constraints
- Be selective in getting involved in activities
- Monitor energy level
- Keep personal and job related priorities in view

## Excessive Socializing

*Excessive socializing is defined as those interactions that go beyond the usual required time for discussing a issue or task. It can also be interacting too frequently with those who do not support or contribute to the accomplishment of daily priorities.*

**Possible Causes:**

- Enjoy people





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# Time Wasters Continued

- Want to be liked
- Are creatively motivated when with others
- Allow and even encourage visitors and telephone calls
- Haven't prioritized daily requirements
- Confuse deadlines

**Possible Solutions:**

- Keep daily priorities in view to keep you on task
- Set time guidelines for informal conversations, lunches and meetings
- Monitor your open door policy
- Screen and put a time limit on telephone calls
- Be willing to tell visitors and callers that you cannot be interrupted at this time

## Long Lunches

*Long lunches are those that extend beyond the normal time for eating. They could be kept within a specific time frame but are not.*

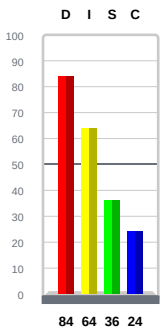
**Possible Causes:**

- Get involved in the excitement of conversation and forget about time
- See long lunches as a networking opportunity
- Like doing business in a social, non-threatening environment
- Use long lunches as a way to avoid unpleasant tasks, people or the work environment

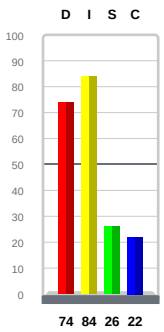
**Possible Solutions:**

- Set a specific time for lunch and STICK TO IT
- Have meetings in the office
- Set meetings right after lunch
- Have working lunches

Adapted Style




Natural Style





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# Time Wasters Continued

## Open Door Policy

*An open door policy in this context refers to giving unlimited and unmonitored access to anyone who wishes to see you.*

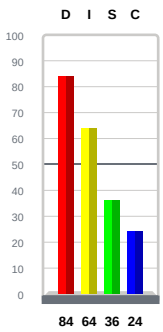
**Possible Causes:**

- Want to be seen as supportive and available
- Want the social interaction of people dropping by
- Have a difficult time saying "no"
- Use people interruptions as a way of procrastinating or justifying missed deadlines

**Possible Solutions:**

- Set aside time to "close your door" and work on projects
- Set aside time to interact with co-workers
- Learn to prioritize activities and say "no" to low priorities
- Place your desk so that it is not always in "view" of those who pass by
- Avoid eye contact with people who walk by your desk or office

Adapted Style

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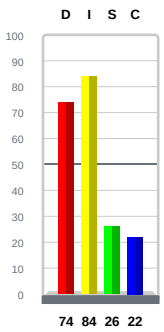


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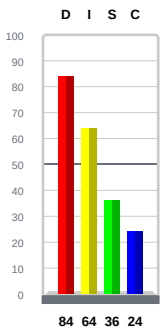
# Areas for Improvement

*In this area is a listing of possible limitations without regard to a specific job. Review with Sylvia and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.*

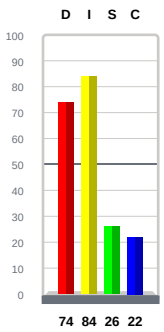
## Sylvia has a tendency to:

- Be inattentive to details--only attentive to results: "Don't ask how I did it, just if I succeeded."
- Trust people indiscriminately if positively reinforced by those people.
- Be optimistic regarding possible results of her projects or the potential of her people.
- Be inattentive to detail unless that detail is important to her or if detail work is of a short duration.
- Be too verbal in expressing criticism.
- Take information at face value without validation or substantial investigation.
- Underinstruct and overdelegate--will rely on personality as opposed to a disciplined approach to follow-up.
- Be unrealistic in appraising people--especially if the person is a "friend."
- Act impulsively--heart over mind, especially if her security is not perceived to be threatened.

Adapted Style




Natural Style





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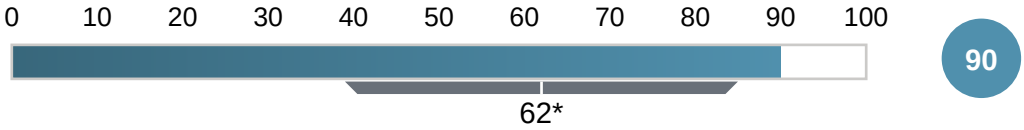
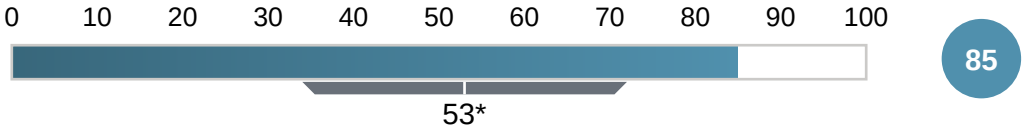
# Behavioral Hierarchy

*Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.*

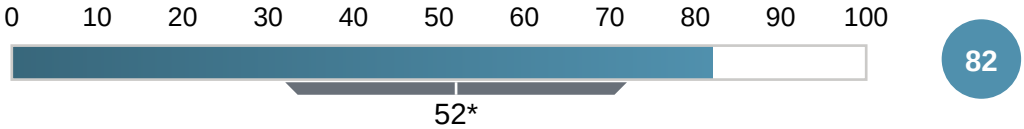
**1. Frequent Interaction with Others** - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



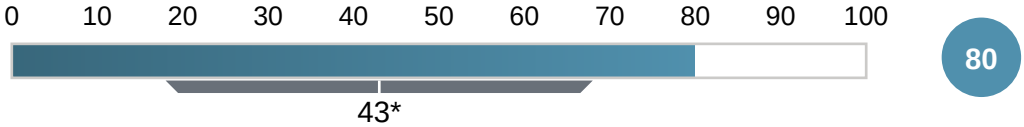

**2. Versatility** - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



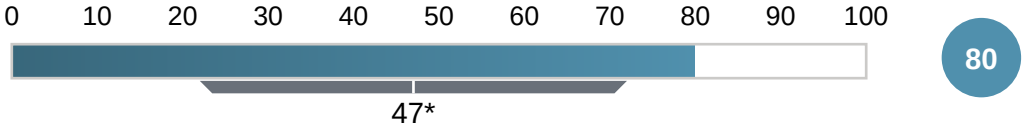

**3. Frequent Change** - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



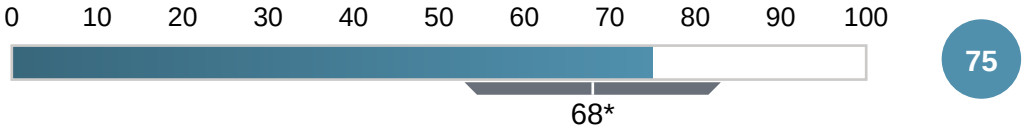

**4. Urgency** - Decisiveness, quick response and fast action.




**5. Competitiveness** - Tenacity, boldness, assertiveness and a "will to win" in all situations.




**6. People Oriented** - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.

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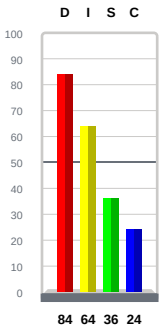
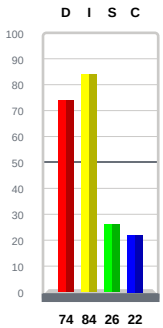



Natural Style




* 68% of the population falls within the shaded area.

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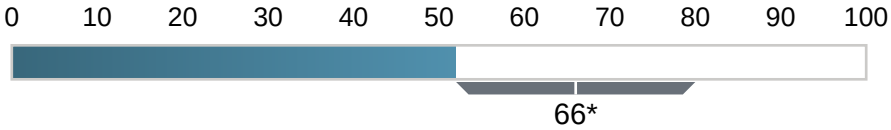
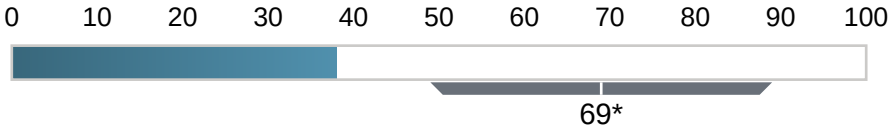
# Behavioral Hierarchy

**7. Customer Relations** - A desire to convey your sincere interest in them.



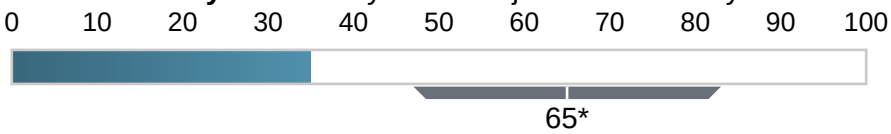

52

**8. Following Policy** - Complying with the policy or if no policy, complying with the way it has been done.



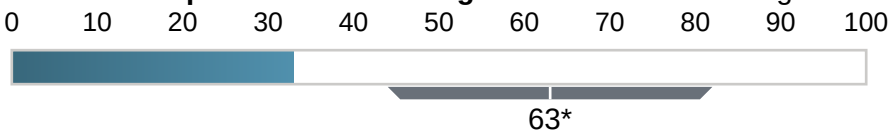

38

**9. Consistency** - The ability to do the job the same way.



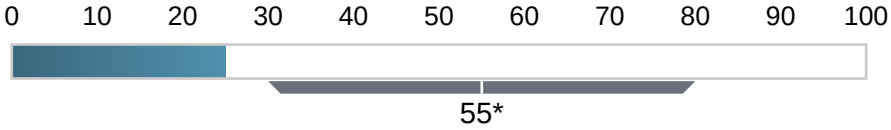

35

**10. Follow Up and Follow Through** - A need to be thorough.



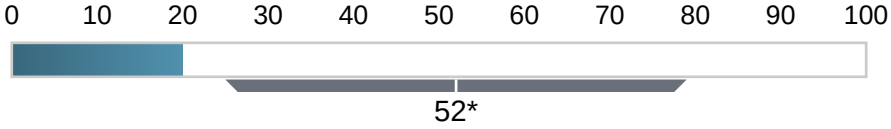

33

**11. Analysis of Data** - Information is maintained accurately for repeated examination as required.



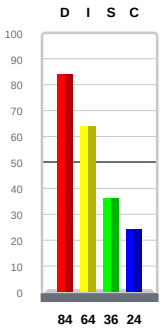

25

**12. Organized Workplace** - Systems and procedures followed for success.

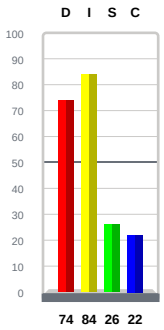



20

Adapted Style




Natural Style




SIA: 84-64-36-24 (11) SIN: 74-84-26-22 (13)
* 68% of the population falls within the shaded area.

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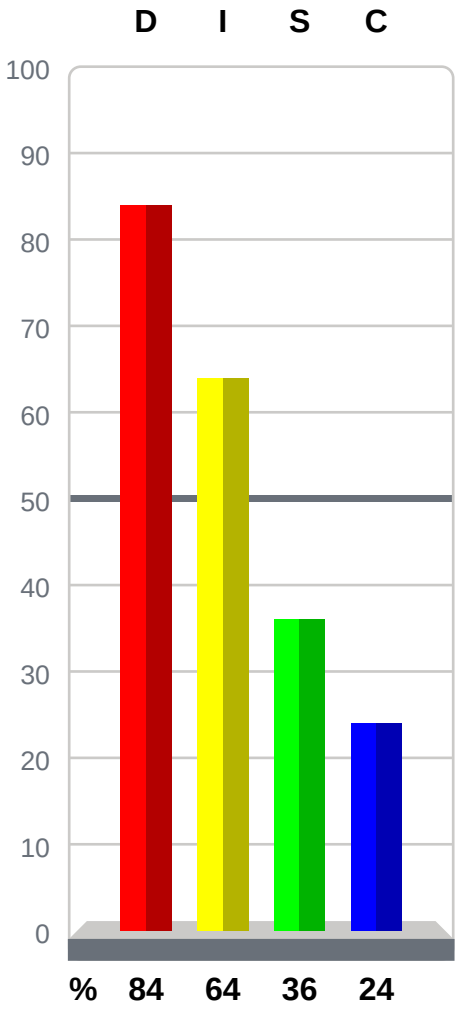
# Style Insights® Graphs

11-27-2015

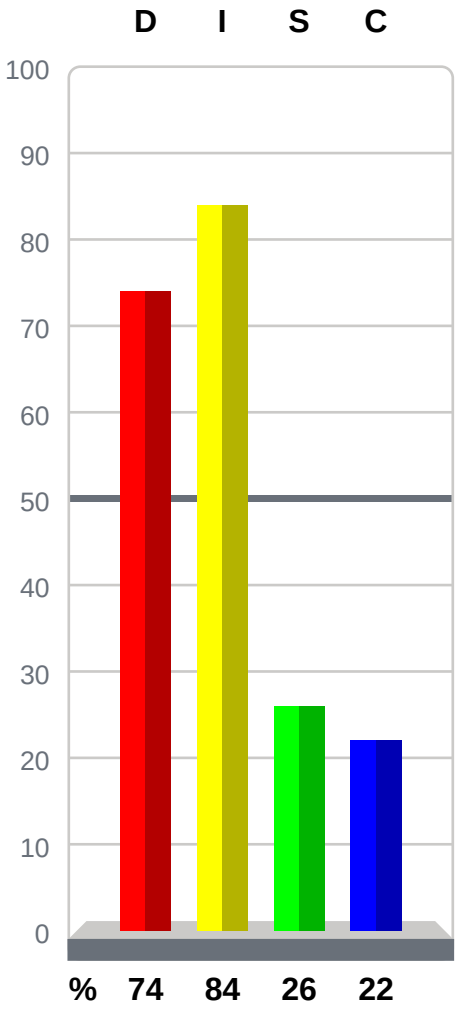
## Adapted Style

**Graph I**




## Natural Style

**Graph II**




Norm 2015 R4

T: N/A

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# The Success Insights® Wheel

The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.


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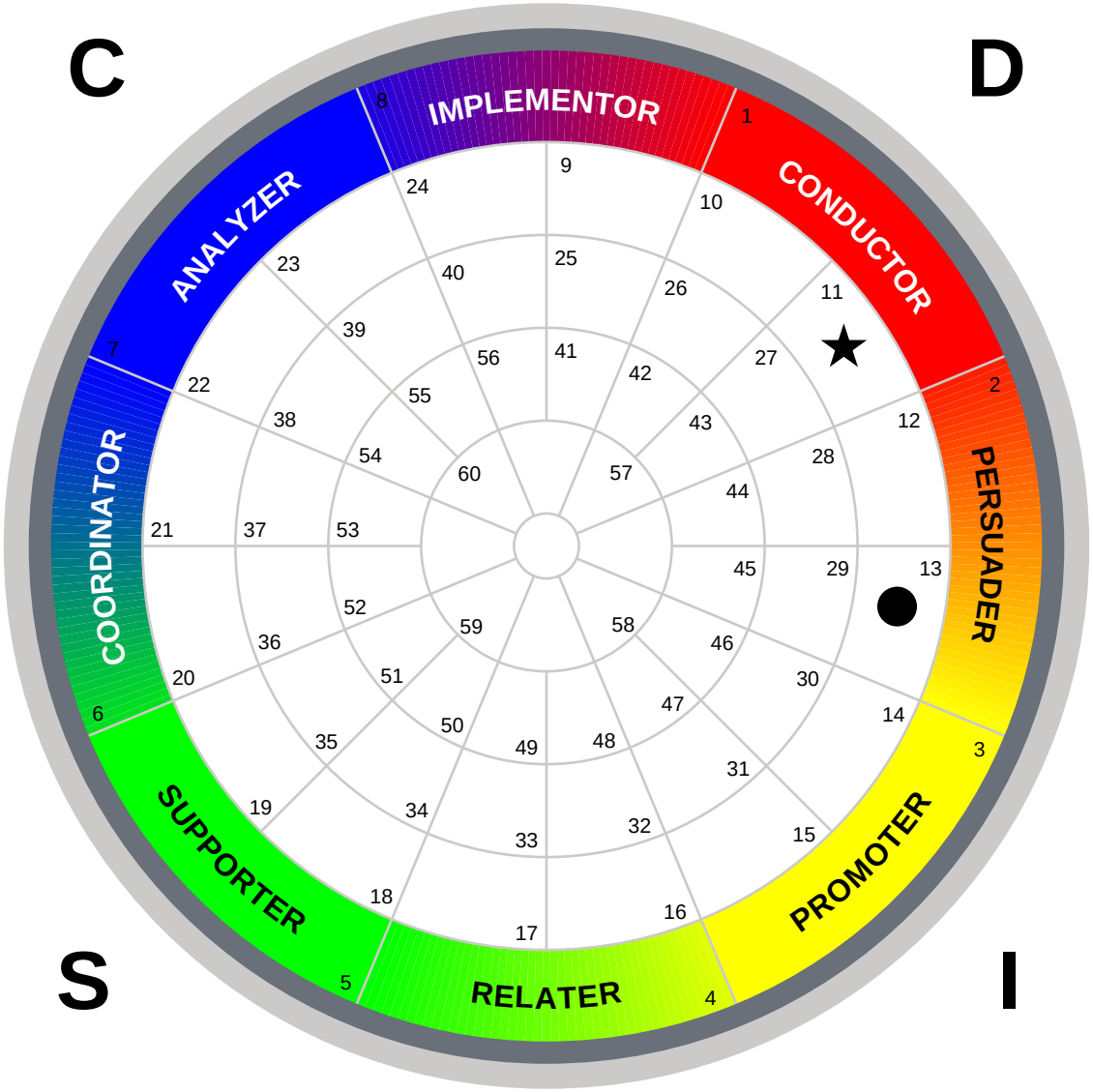
# The Success Insights® Wheel

11-27-2015




Adapted: ★ (11) PERSUADING CONDUCTOR

Natural: ● (13) PROMOTING PERSUADER

Norm 2015 R4

T: N/A

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# Understanding Your Driving Forces

Eduard Spranger first defined six primary types or categories to define human motivation and drive. These six types are Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

With TTISI's additional insights into Spranger's original work, the 12 Driving Forces™ came to life. The 12 Driving Forces are established by looking at each motivator on a continuum and describing both ends. All of the twelve descriptors are based on six keywords, one for each continuum. The six keywords are Knowledge, Utility, Surroundings, Others, Power and Methodologies.

You will learn how to explain, clarify and amplify some of the driving forces in your life. This report will empower you to build on your unique strengths, which you bring to work and life. You will learn how your passions from 12 Driving Forces frame your perspectives and provide the most accurate understanding of you as a unique person.

Please pay careful attention to your top four driving forces, as they highlight what most powerfully moves you to action. As you examine the next tier of four driving forces, you'll recognize they may have strong pull for you, but only in certain situations. Finally, when reviewing the bottom four driving forces, you will identify your varying levels of indifference or total avoidance.

Once you have reviewed this report you will have a better grasp of one of the key areas in the Science of Self™ and will:

- Understand how your driving forces are at play in your career and relationships
- Be able to apply your understanding of your driving forces to your relationships and job-related performance
- Have a clearer impression of your purpose and direction in life, which can lead to greater satisfaction in work and life


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# General Characteristics

*Based on your responses, the report has generated statements to provide a broad understanding of WHY YOU DO WHAT YOU DO. These statements identify the motivation that you bring to the job. However, you could have a potential Me-Me conflict when two driving forces seem to conflict with each other. Use the general characteristics to gain a better understanding of your driving forces.*

Sylvia has the ability to instinctively notice and respond to people in need. If she thinks it will harm the relationship, Sylvia will avoid confrontation. She has a desire to ensure policies are fair for everyone. She will accomplish tasks for the sake of accomplishment. Being rewarded for her investment of time, talent or resources is not her driving force. She will focus more on the satisfaction of others rather than being restrained by efficiency. She will thrive in a role where she can experience self-realization and gratification. She is able to see the overall situation and strive for harmony. Sylvia will view and use knowledge as a needed resource or a means to an end. She is comfortable in situations when she can rely on past experiences. She will evaluate each situation and determine how much collaboration is needed. She may be able to pick and choose the traditions to which she will adopt.

Sylvia looks for ways to help people have positive experiences. She has the desire to be empathetic toward those in need. She views money as a necessary means of surviving not as a sense of accomplishment. She values people for who they are versus what they can provide. Sylvia aspires to create unity and balance in her work environment. She feels a high level of satisfaction when she is able to create rapport and tranquility with others. She will research a subject if it's something Sylvia is passionate about. She is comfortable starting a project before gathering all the necessary information. Sylvia may focus on the greater good more than personal advancement. As long as Sylvia's beliefs are not threatened, she may allow others to influence the direction of her work. She may overlook traditions or boundaries to complete a task. She tends to dissect other systems and/or traditions and may be creative when applying them.


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# General Characteristics

Sylvia will strive to eliminate conflict in the workplace. She may sacrifice personal gain in a situation if the outcome is detrimental to others. She focuses on the greater good versus her return on investment. She focuses on the task at hand before considering the best use of her talent and skills. Looking and feeling good enhances her daily productivity. She may prefer a summary rather than the full-length version. She may seek situations that allow her the freedom to partner with others. She may seek new ways to accomplish routine tasks.


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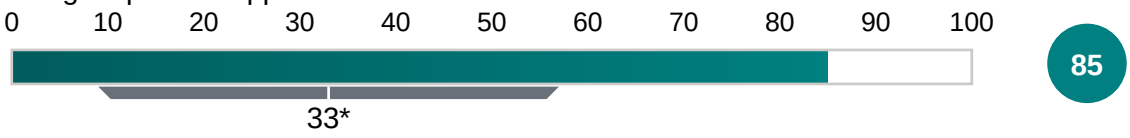
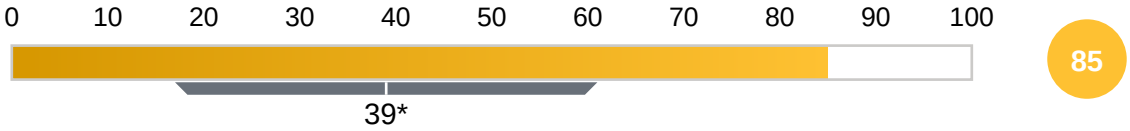
# Primary Driving Forces Cluster

*Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver that you can relate to most and then see how your other primary drivers can support or complement to create your unique driving force.*

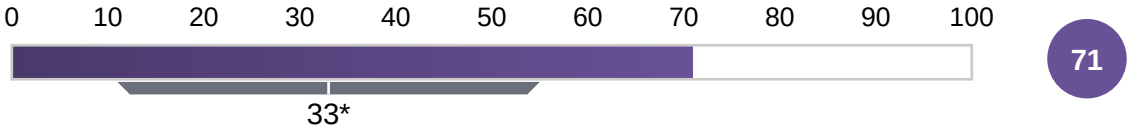
**1. Altruistic** - People who are driven to assist others for the satisfaction of being helpful or supportive.



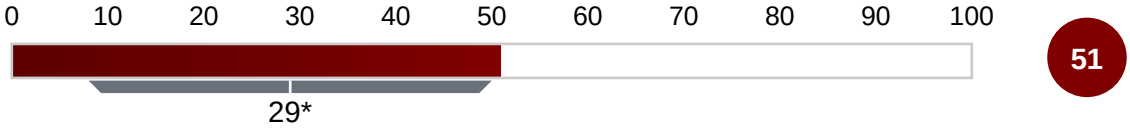

**2. Selfless** - People who are driven by completing tasks for the greater good, with little expectation of personal return.




**3. Harmonious** - People who are driven by the experience, subjective viewpoints and balance in their surroundings.




**4. Instinctive** - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.

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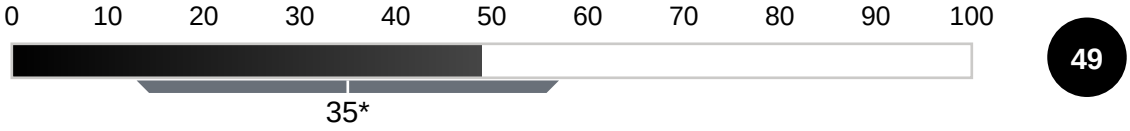
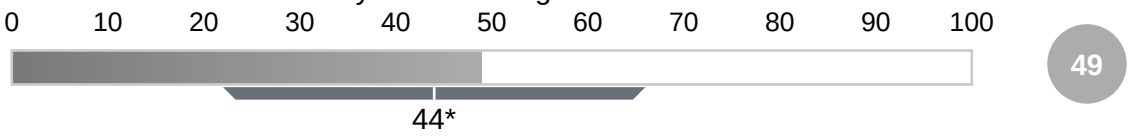
# Situational Driving Forces Cluster

*Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.*

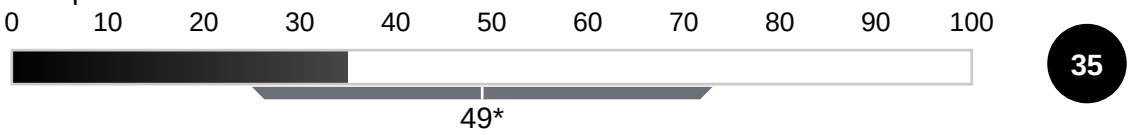
**5. Collaborative** - People who are driven by being in a supporting role and contributing with little need for individual recognition.



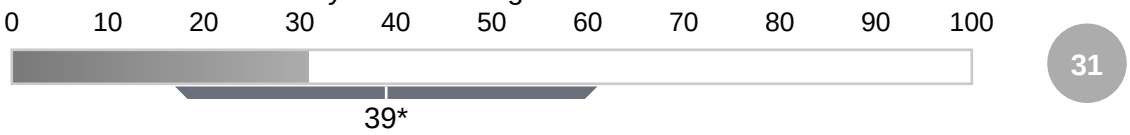

**6. Receptive** - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.




**7. Commanding** - People who are driven by status, recognition and control over personal freedom.




**8. Structured** - People who are driven by traditional approaches, proven methods and a defined system for living.

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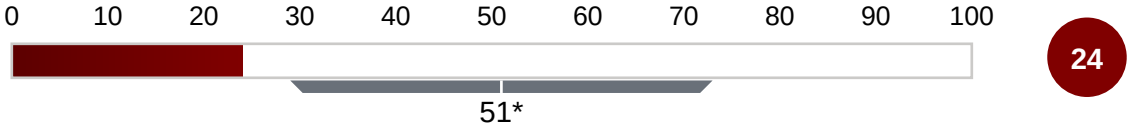
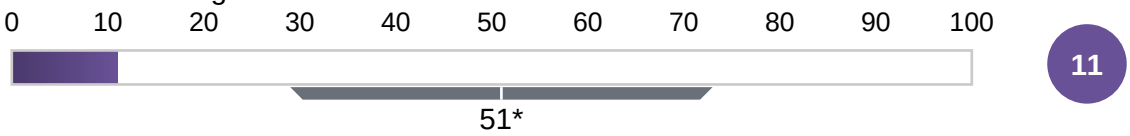
# Indifferent Driving Forces Cluster

*You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.*

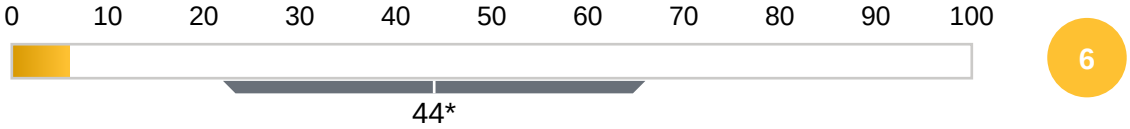
**9. Intellectual** - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



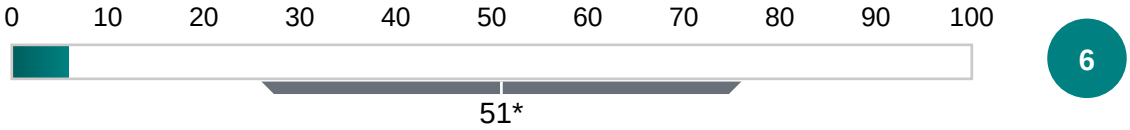

**10. Objective** - People who are driven by the functionality and objectivity of their surroundings.




**11. Resourceful** - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.




**12. Intentional** - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.

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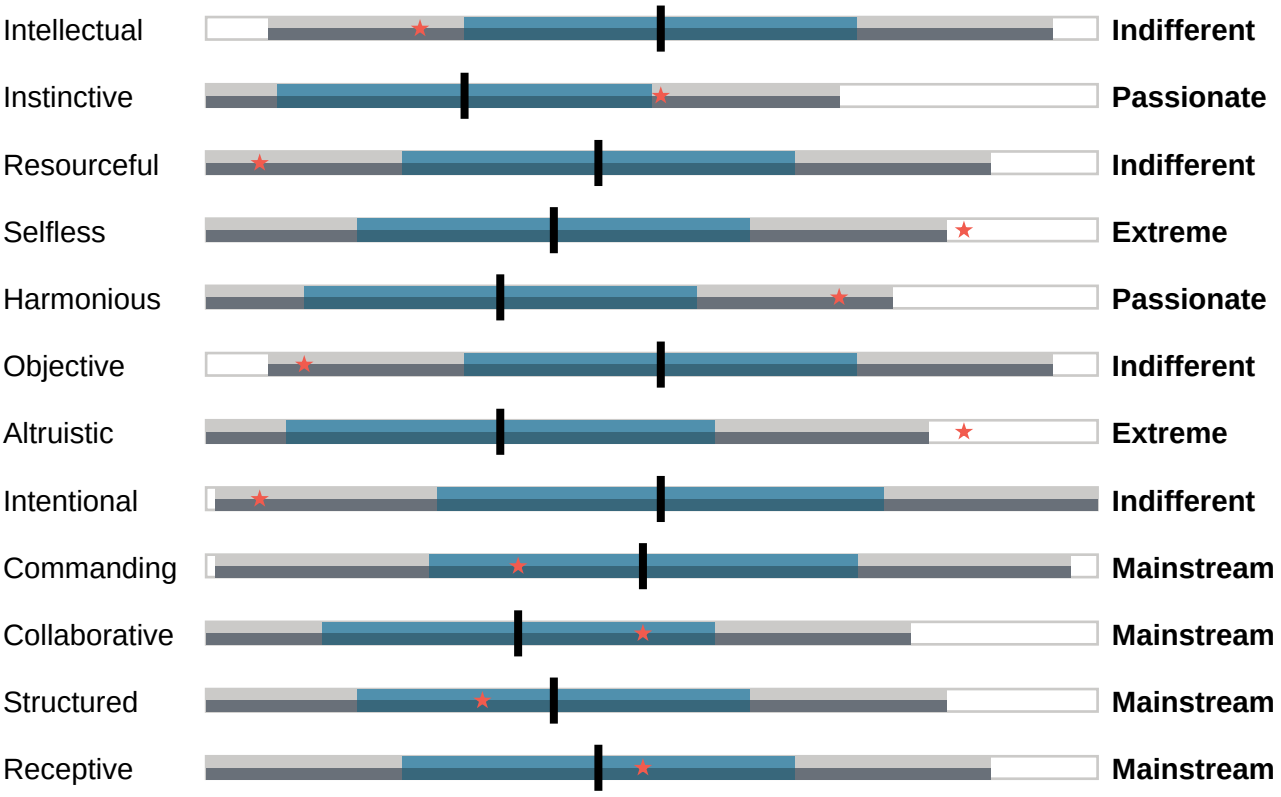
# Areas for Awareness

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar driving forces, you will fit in with the group and be energized. However, when surrounded by people whose driving forces are significantly different from yours, you may be perceived as out of the mainstream. These differences can induce stress or conflict.

This section reveals areas where your driving forces may be outside the mainstream and could lead to conflict. The further above the mean and outside the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside the mainstream you are, the more people will notice your avoidance or indifference regarding that driving force. The shaded area for each driving force represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

## Norms & Comparisons Table - Norm 2015




- 1st Standard Deviation - * 68% of the population falls within the shaded area. ▌- national mean ★ - your score
- 2nd Standard Deviation
- 3rd Standard Deviation

**Mainstream** - one standard deviation of the national mean
**Passionate** - two standard deviations above the national mean
**Indifferent** - two standard deviations below the national mean
**Extreme** - three standard deviations from the national mean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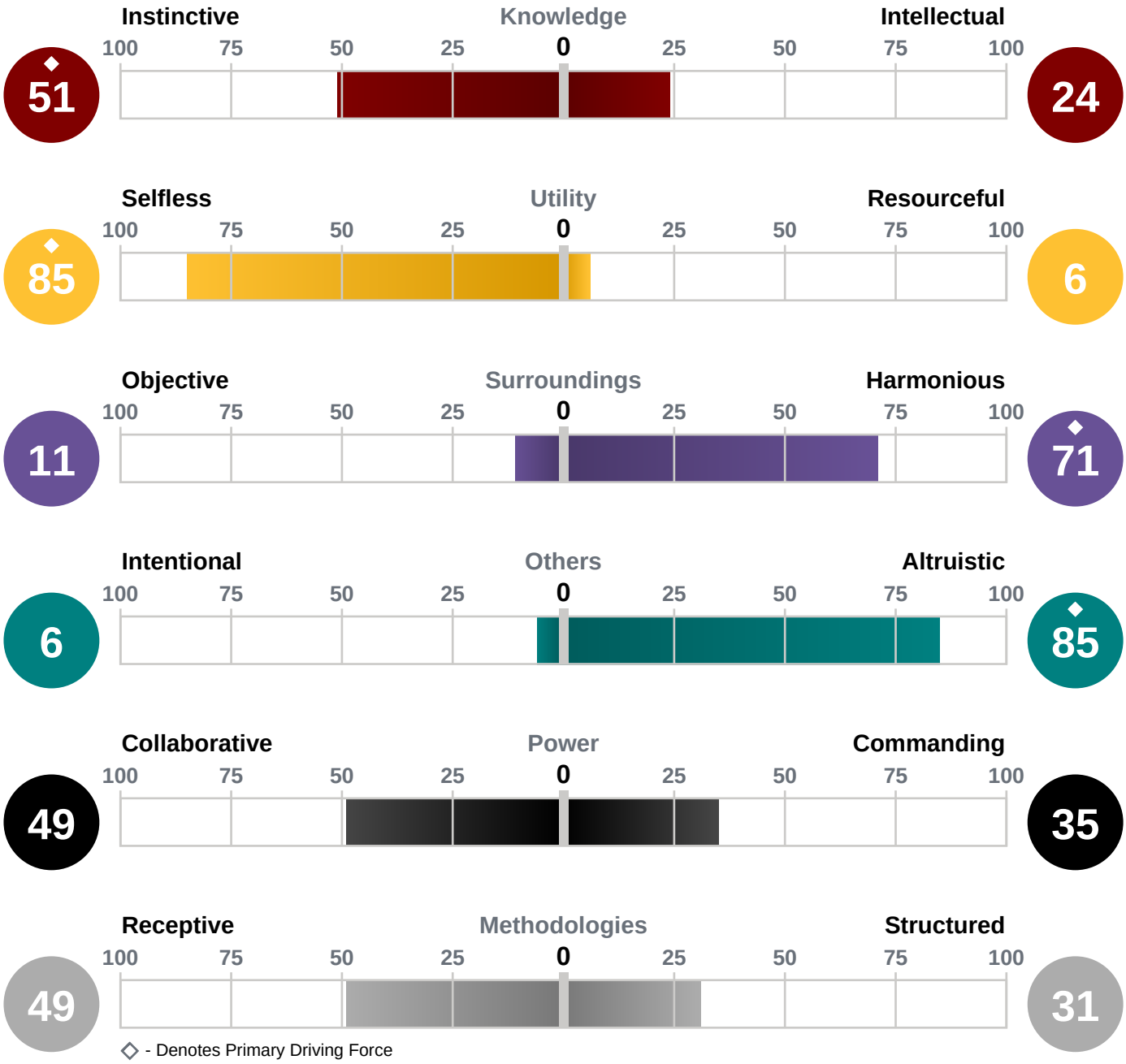
# Driving Forces Graph

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Sylvia Sales

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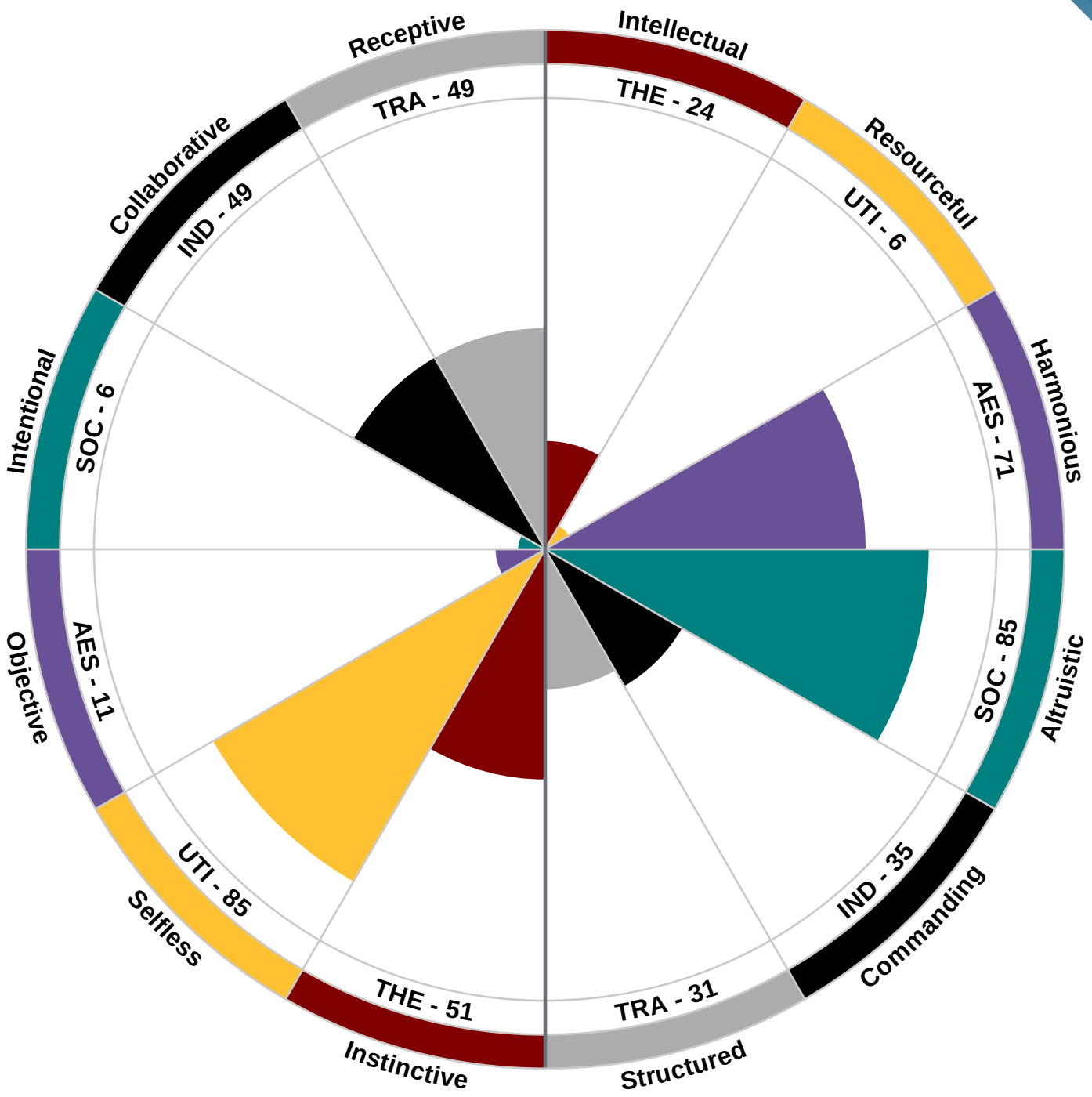
# Driving Forces Wheel

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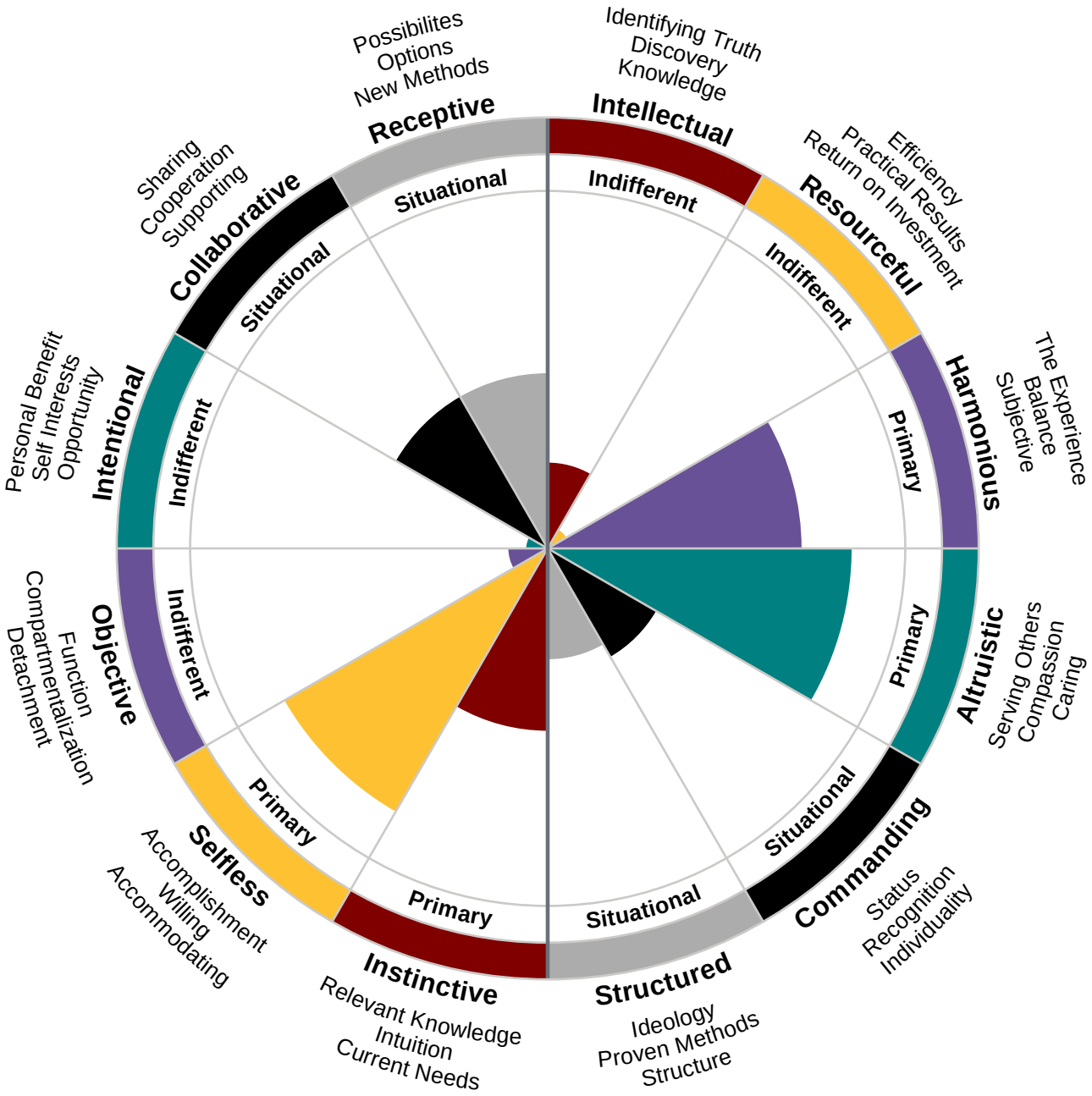
# Descriptors Wheel

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# Introduction Integrating Behaviors and Driving Forces Section

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviors and driving forces. Each individually is powerful in order to modify your actions, but the synergy of blending the two moves you to a whole new level.

**In this section you will find:**

- Potential Behavioral and Motivational Strengths
- Potential Behavioral and Motivational Conflict
- Ideal Environment
- Keys to Motivating
- Keys to Managing


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# Potential Behavioral and Motivational Strengths

*This section describes the potential areas of strengths between Sylvia's behavioral style and top four driving forces. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.*

- Always willing to offer her time and perspective.
- Wants to be seen as a leader in humanitarian issues.
- Good at promoting causes that improve society.
- Promotes accomplishments for the greater good of the organization.
- Optimistic about process improvement related to people.
- Looks for the positive in people, processes and resources.
- Motivates others to express themselves.
- Brings balance to the organization in a positive and friendly way.
- Expresses and strives for a balanced team.
- Will bring high energy and intuition to the researching process.
- Motivates others to look for the right information.
- Willing to share knowledge and past experience to benefit the team or organization.


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# Potential Behavioral and Motivational Conflict

*This section describes the potential areas of conflict between Sylvia's behavioral style and top four driving forces. Identify two to three potential conflicts that need to be minimized in order to enhance on-the-job performance.*

- High trust and a desire to help could lead to being taken advantage of.
- When helping others, may talk too much about herself.
- Would rather take responsibility for others' actions than have a difficult conversation with a direct report.
- Struggles balancing advice with actual results.
- Struggles with balancing efficiency and interaction with others.
- May overlook details when completing objectives.
- Overly optimistic in her ability to bring balance to any situation.
- Spends too much time self-reflecting and not enough time following through.
- Has difficulty looking at situations objectively.
- Desire to learn is diminished due to her lack of focus on specific ideas.
- A desire to share past experiences can impede her ability to listen and learn.
- May be too trusting of intuition as a resource.


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# Ideal Environment

*People are more engaged and productive when their work environment matches the statements described in this section. This section identifies the ideal work environment based on Sylvia's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Sylvia enjoys.*

- Groups and committees are present in order to assist charities and social causes.
- An environment where interacting with others in an effort to help each person is rewarded.
- Ability to showcase altruistic achievements in order to get others involved.
- The experience is seen as a part of the desired accomplishment.
- Rewards determined by contributions to group efforts.
- A manager that focuses on people and brings excitement into the business.
- Working conditions that allow for creativity and people-interaction.
- The need to be liked and to feel a part of a harmonious team.
- A forum to participate in meetings with others in an inviting meeting space.
- A forum to collect information when needed.
- Flexibility to acquire necessary knowledge in a people-rich environment.
- A team atmosphere where people share information openly.


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# Keys to Motivating

*All people are different and motivated in various ways. This section of the report was produced by analyzing Sylvia's driving forces. Review each statement produced in this section with Sylvia and highlight those that are present "wants."*

## Sylvia wants:

- The flexibility to be creative in ways that help others.
- An opportunity to express how she can improve society.
- To be a part of the team that contributes to causes and helping others.
- The chance to include others as part of the agenda.
- The opportunity to express accomplishments of the company to others.
- The opportunity to discuss team and organizational accomplishments.
- The ability to express enthusiasm and creativity necessary for successful projects.
- To demonstrate the ways she has worked on the beautification of surroundings, either materialistically or environmentally.
- To be involved in keeping morale high and an overall harmonious work environment.
- To be able to seek out critical information that is valuable to share with others.
- Praise for her experience and ability to gather timely information.
- To gather pertinent information in a team environment requiring people interaction.


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# Keys to Managing

*This section disscusses the needs which must be met in order for Sylvia to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Sylvia and identify 3 or 4 statements that are most important to her. This allows Sylvia to participate in forming her own personal management plan.*

## Sylvia needs:

- Assistance in managing time to meet own goals while helping other people.
- Support in handling situations when others take advantage.
- To help balance socialization and tangible assistance for others.
- Help balancing the desire for accomplishment and the need for people interactions.
- To listen for the answer she wants in order to benefit the organization.
- Assistance in establishing realistic expectations while increasing involvement of others.
- To find opportunities for self-expression.
- To set clear objectives of their role in a work or team dynamic.
- Assistance in setting realistic and balanced expectations with tangible outcomes that allow for creativity and expression.
- To seek out ways to organize thoughts in order to effectively convey the relevant information.
- To prioritize and connect past experiences and thoughts to organizational objectives.
- To establish a method for bringing the ideal to the practical.


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# Introduction Competencies

Your success in any job depends on the value of your contribution to the organization. Managers, mentors and professional coaches can encourage, advise and guide you as you grow professionally. However, the ultimate responsibility for your career development is yours and yours alone.

This report is designed to assist you in managing and developing your career. For many jobs, personal skills are as important as technical skills in producing superior performance. Personal skills are often transferable to different jobs, whereas technical skills are usually more specific.

Based on your responses to the DNA 25 questionnaire, this report indicates your development of 25 personal skills. These 25 personal skills contribute to superior performance in many jobs. Your development of these personal skills are categorized into four levels:

1) Well Developed

2) Developed

3) Moderately Developed

4) Needs Development

While personal skills are certainly important for career development, it is not necessary to fully develop every one. In fact, development of a personal skill may not benefit your career if it isn't required in your current job. In order to optimize your career potential, it is best to focus your development efforts on the personal skills that are required in your current job, or the job you want.

Be sure to read the entire report with an open mind. Everyone has areas where they can improve. Before deciding to work on developing personal skills you have not yet fully developed, you may want to discuss the report with a trusted peer, mentor or professional coach. You may even wish to share the report with your manager. In most cases, management takes a very positive view of individuals who wish to develop their skills.


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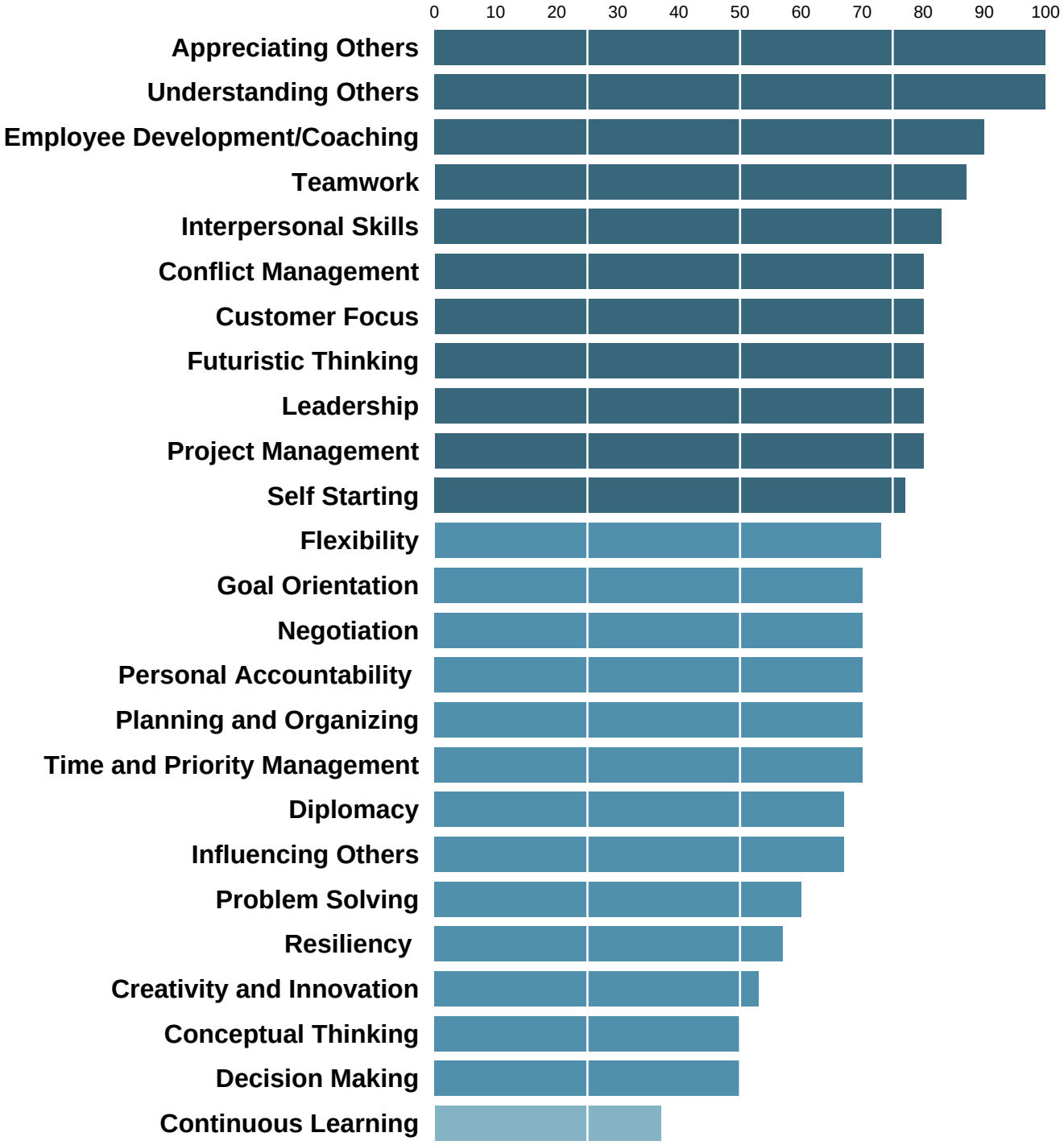
# Development Indicator

*This section of your report shows your development level of 25 personal skills based on your responses to the questionnaire.*

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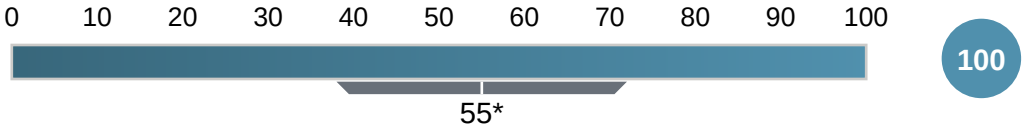
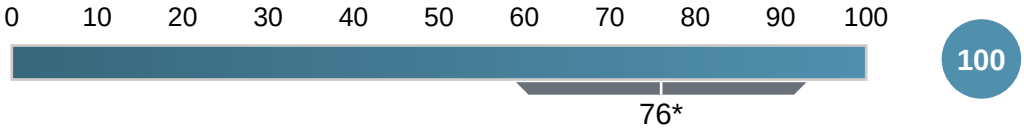
# Competencies Hierarchy

*Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.*

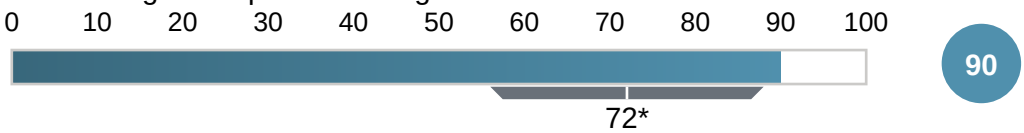
**1. Appreciating Others** - Identifying with and caring about others.



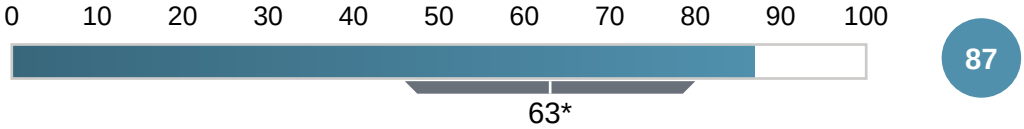

**2. Understanding Others** - Understanding the uniqueness and contributions of others.



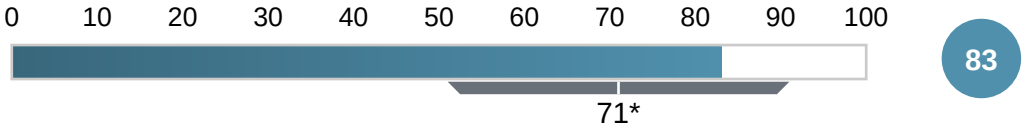

**3. Employee Development/Coaching** - Facilitating, supporting and contributing to the professional growth of others.



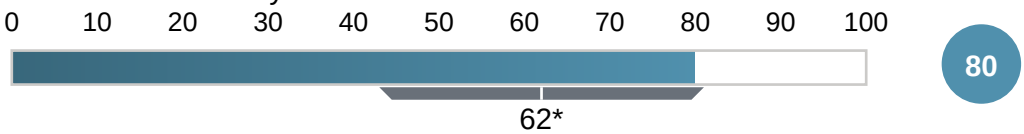

**4. Teamwork** - Cooperating with others to meet objectives.



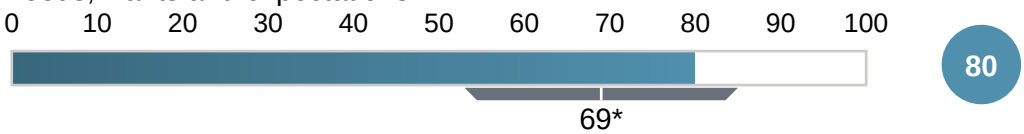

**5. Interpersonal Skills** - Effectively communicating, building rapport and relating well to all kinds of people.




**6. Conflict Management** - Understanding, addressing and resolving conflict constructively.




**7. Customer Focus** - Anticipating, meeting and/or exceeding customer needs, wants and expectations.




* 68% of the population falls within the shaded area.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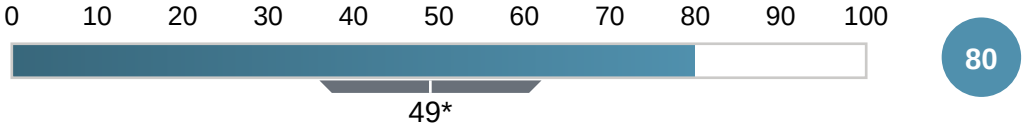
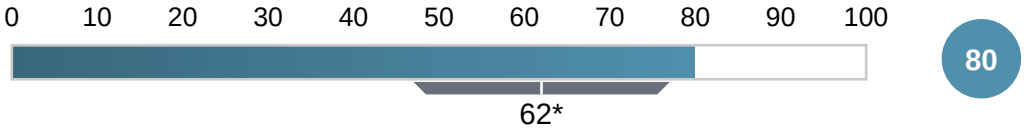
# Competencies Hierarchy

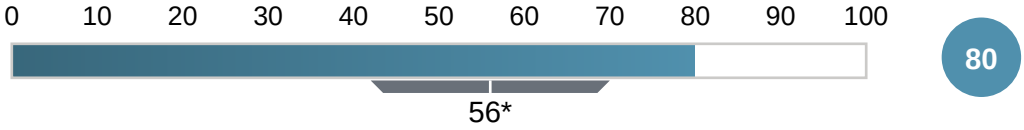
**8. Futuristic Thinking** - Imagining, envisioning, projecting and/or creating what has not yet been actualized.



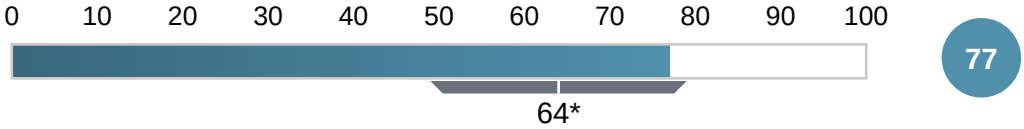

**9. Leadership** - Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.



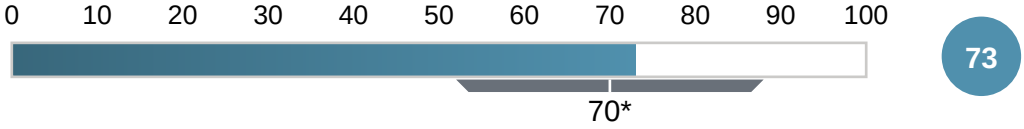

**10. Project Management** - Identifying and overseeing all resources, tasks, systems and people to obtain results.



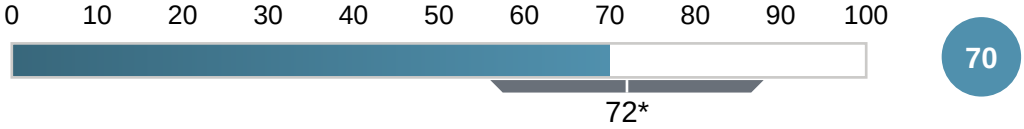

**11. Self Starting** - Demonstrating initiative and willingness to begin working.



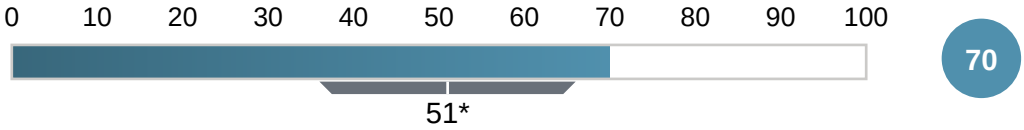

**12. Flexibility** - Readily modifying, responding and adapting to change with minimal resistance.




**13. Goal Orientation** - Setting, pursuing and attaining goals, regardless of obstacles or circumstances.




**14. Negotiation** - Listening to many points of view and facilitating agreements between two or more parties.




* 68% of the population falls within the shaded area.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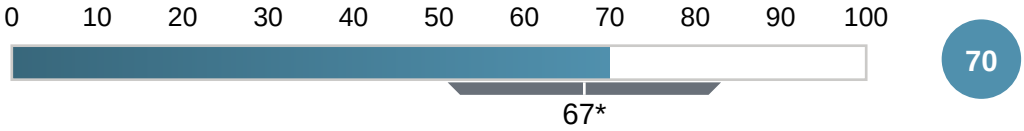
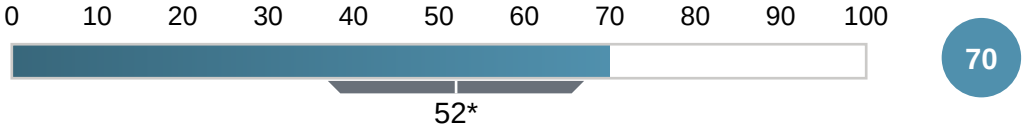
# Competencies Hierarchy

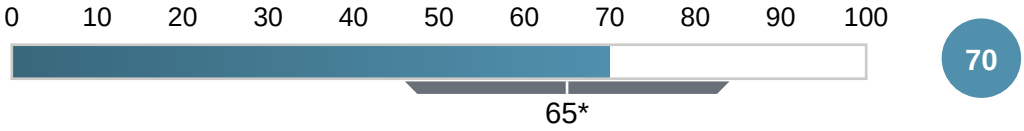
**15. Personal Accountability** - Being answerable for personal actions.



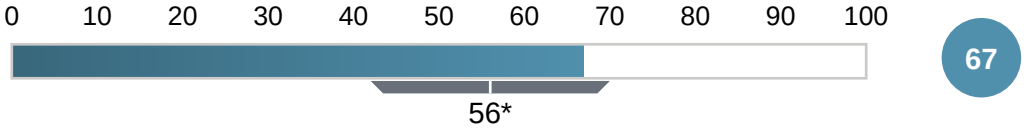

**16. Planning and Organizing** - Establishing courses of action to ensure that work is completed effectively.



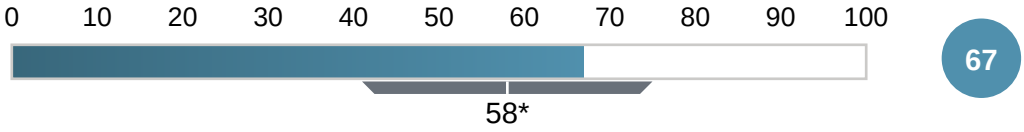

**17. Time and Priority Management** - Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.



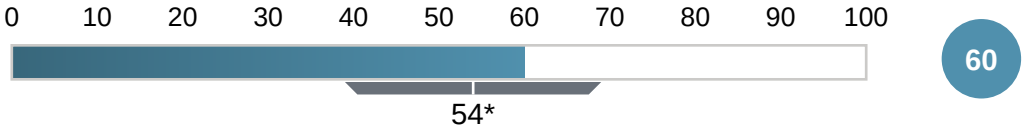

**18. Diplomacy** - Effectively and tactfully handling difficult or sensitive issues.



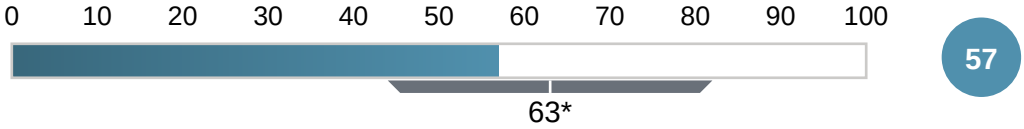

**19. Influencing Others** - Personally affecting others actions, decisions, opinions or thinking.




**20. Problem Solving** - Defining, analyzing and diagnosing key components of a problem to formulate a solution.




**21. Resiliency** - Quickly recovering from adversity.




* 68% of the population falls within the shaded area.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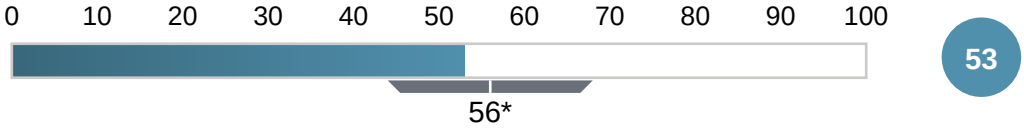
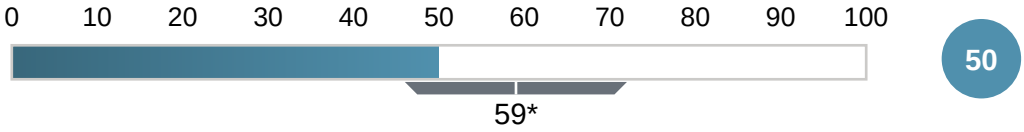
# Competencies Hierarchy

**22. Creativity and Innovation** - Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.

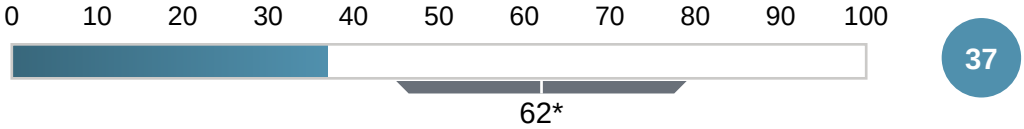



**23. Conceptual Thinking** - Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.




**24. Decision Making** - Analyzing all aspects of a situation to make consistently sound and timely decisions.

**25. Continuous Learning** - Taking initiative to regularly learn new concepts, technologies and/or methods.

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# Summary of Competencies

*Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals.*

1. Appreciating Others: Identifying with and caring about others.
   - Demonstrates genuine concern for others.
   - Respects and values people.
   - Wants to ensure people experience positive emotions.
   - Expends considerable effort to impact the needs, concerns and feelings of others.
   - Advocates for the interests, needs and wants of others.
   - Demonstrates sensitivity and understanding.
   - Takes personal and/or professional risks for the sake of others.
   - Recognizes and enjoys the good qualities of others.
   - Provides support, appreciation and recognition.
   - Displays kindness and concern for others.

2. Understanding Others: Understanding the uniqueness and contributions of others.
   - Demonstrates the ability to evaluate others.
   - Strives to understand the unique qualities of all people.
   - Evaluates many aspects of the people in her surroundings.
   - Recognizes how other people can contribute.
   - Accepts individuals' unique abilities and looks for ways for them to contribute.
   - Utilizes feedback to identify strengths in other people.
   - Seeks to understand how certain decisions can impact others.
   - Sees the unique contributions of colleagues.
   - Relates and connects with others.
   - Understands the unique motivations, needs and aspirations of others.

3. Employee Development/Coaching: Facilitating, supporting and contributing to the professional growth of others.
   - Inspires confidence in others' ability to grow professionally.
   - Identifies and facilitates developmental opportunities.
   - Encourages initiative and improvement.
   - Provides opportunities for enhancement.
   - Gives new and challenging work assignments.
   - Acknowledges and praises improvements.
   - Supports, coaches and mentors the development of others.
   - Views mistakes as opportunities for learning.
   - Promotes learning and professional growth.
   - Understands the uniqueness and current level of each participant.


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# Summary of Competencies

4. Teamwork: Cooperating with others to meet objectives.
   - Respects team members and their individual perspectives.
   - Makes team objectives a priority.
   - Works toward consensus when team decisions are required.
   - Meets agreed-upon deadlines on team assignments and commitments.
   - Shares responsibility with team members for successes and failures.
   - Keeps team members informed regarding projects.
   - Supports team decisions.
   - Recognizes and appreciates the contributions of team members.
   - Behaves in a manner consistent with team values and mission.
   - Provides constructive feedback to team members.
   - Responds positively to feedback from team members.
   - Raises and/or confronts issues limiting team effectiveness.

5. Interpersonal Skills: Effectively communicating, building rapport and relating well to all kinds of people.
   - Strives for self-awareness in a social setting.
   - Demonstrates sincere interest in others.
   - Treats all people with respect, courtesy and consideration.
   - Respects differences in the attitudes and perspectives of others.
   - Listens, observes and strives to gain understanding of others.
   - Communicates effectively.
   - Shows sensitivity to diversity issues.
   - Develops and maintains relationships with many different kinds of people regardless of differences.
   - Handles any situation gracefully by using non-verbal communication, in-depth questioning and listening skills.
   - Recognizing other's perspectives, by actively listening, thus providing many views of a given situation.

6. Conflict Management: Understanding, addressing and resolving conflict constructively.
   - Readily identifies and addresses issues, concerns or conflicts.
   - Recognizes opportunities for positive outcomes in conflict situations.
   - Reads situations accurately to pinpoint critical issues.
   - Listens to gain understanding of an issue from different perspectives.
   - Diffuses tension and effectively handles emotional situations.
   - Assists people in adversarial positions to identify common interests.
   - Strives to settle differences equitably.
   - Settles differences without damaging relationships.
   - Strives to limit the negative aspects of conflict while increasing the positive.
   - Focuses on enhancing learning and group outcomes, including effectiveness or performance.


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# Summary of Competencies

7. Customer Focus: Anticipating, meeting and/or exceeding customer needs, wants and expectations.
   - Strives to anticipate, identify and understand customers' wants, needs and concerns.
   - Responds to customers with a sense of urgency.
   - Follows through on customer requests.
   - Is patient and courteous with customers.
   - Resolves issues and complaints to the satisfaction of customers.
   - Expends extraordinary effort to satisfy customers.
   - Develops relationships with customers.
   - Partners with customers to assist them in achieving their objectives.
   - Acts as an advocate for customers' needs.
   - Takes professional risks for the sake of customers' needs.

8. Futuristic Thinking: Imagining, envisioning, projecting and/or creating what has not yet been actualized.
   - Demonstrates an ability to connect the dots and see the big picture.
   - Looks beyond the forces driving the current reality that may have long-term effects.
   - Utilizes foresight and intuitive perception as well as factual events to draw inferences.
   - Recognizes, supports and/or champions cutting-edge ideas.
   - Anticipates future trends or events.
   - Envisions possibilities others may not.
   - Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.
   - Creates an environment where forward thinking is the norm not the exception.
   - Envisions ideas that may be seen as unobtainable by others.
   - Mentally lives in the future and does not allow current technology to cloud their vision.


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# Summary of Competencies

9. Leadership: Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.
   - Inspires others with compelling visions.
   - Takes risks for the sake of purpose, vision or mission.
   - Builds trust and demonstrates integrity with a noticeable congruence between words and actions.
   - Demonstrates optimism and positive expectations of others.
   - Delegates appropriate levels of responsibility and authority.
   - Involves people in decisions that affect them.
   - Addresses performance issues promptly, fairly and consistently.
   - Adapts methods and approaches to create an environment to allow others to be successful.
   - Makes decisions that are best for the organization and attempts to mitigate the negative consequences for people.
   - Demonstrates loyalty to constituents.

10. Project Management: Identifying and overseeing all resources, tasks, systems and people to obtain results.
    - Identifies all required components to achieve goals, objectives or results.
    - Demonstrates the ability to utilize the right people to complete the project.
    - Establishes high performance standards.
    - Holds people accountable and is focused on goals and priorities.
    - Identifies barriers to objectives and removes them.
    - Delegates appropriate responsibilities and authority.
    - Ensures adequate resources are available to achieve objectives.
    - Makes decisions that benefit the outcome of the project.
    - Plans, organizes, motivates and controls resources, procedures and protocols to achieve specific goals.
    - Maintains the objectives while honoring designated constraints.


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# Summary of Competencies

11. Self Starting: Demonstrating initiative and willingness to begin working.
    - Possesses a strong work ethic and belief in getting results.
    - Takes initiative and does whatever it takes to achieve objectives.
    - Projects self-assurance in getting the task started.
    - Starts quickly to avoid setbacks.
    - Asserts self in personal and professional life.
    - Willing to begin working regardless of circumstances.
    - Accepts personal responsibility for achieving personal and professional goals.
    - Functions effectively and achieves results regardless of circumstances.
    - Takes initiative and acts without waiting for direction.
    - Displays self-confidence, conscientiousness, assertiveness, persistence and is achievement-oriented.

12. Flexibility: Readily modifying, responding and adapting to change with minimal resistance.
    - Responds promptly to shifts in direction, priorities and schedules.
    - Demonstrates agility in accepting new ideas, approaches and/or methods.
    - Effective in shifting priorities and tasks.
    - Modifies methods or strategies to fit changing circumstances.
    - Adapts personal style to work with different people.
    - Maintains productivity during transitions.
    - Embraces and/or champions a shift in activity.
    - Strives to adapt to situational demands.
    - Capable of changing or adjusting to meet particular or varied needs.
    - Able to step outside their comfort zone and try something they haven't done before.

13. Goal Orientation: Setting, pursuing and attaining goals, regardless of obstacles or circumstances.
    - Acts instinctively to achieve objectives without supervision.
    - Expends the necessary time and effort to achieve goals.
    - Recognizes and acts on opportunities to advance progress to meet goals.
    - Establishes and works toward ambitious and challenging goals.
    - Develops and implements strategies to meet objectives.
    - Measures effectiveness and performance to ensure results are attained.
    - Acts with a determination to achieve goals.
    - Demonstrates persistence in overcoming obstacles to meet objectives.
    - Takes calculated risks to achieve results.
    - Employs a strategy that affects how they approach tasks and future projects.


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# Summary of Competencies

14. Negotiation: Listening to many points of view and facilitating agreements between two or more parties.
    - Understands both parties must get something they want before agreement is feasible.
    - Listens to identify and understand what each party wants.
    - Determines what each party is willing to accept in an agreement.
    - Establishes a non-threatening environment conducive to open communication for discussing possible terms of agreement.
    - Develops the terms for an agreement.
    - Ensures each party understands the terms of agreement.
    - Binds agreements between parties with verbal and/or written contracts.
    - Listens to all sides involved and ensures all parties understands the issues.
    - Allows all parties to express their viewpoints.
    - Facilitates mutually beneficial outcomes to satisfy various interests.

15. Personal Accountability: Being answerable for personal actions.
    - Demonstrates the ability to self evaluate.
    - Strives to take responsibility for her actions.
    - Evaluates many aspects of her personal actions.
    - Recognizes when she has made a mistake.
    - Accepts personal responsibility for outcomes.
    - Utilizes feedback.
    - Observes and analyzes data to learn from mistakes.
    - Sees new possibilities by examining personal performance.
    - Accepts responsibility for actions and results.
    - Willing to take ownership of situations.

16. Planning and Organizing: Establishing courses of action to ensure that work is completed effectively.
    - Works effectively within established systems.
    - Utilizes logical, practical and efficient approaches.
    - Prioritizes tasks for optimum productivity.
    - Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
    - Anticipates probable effects, outcomes and risks.
    - Develops contingency plans to minimize waste, error and risk.
    - Allocates, adjusts and manages resources according to priorities.
    - Monitors implementation of plans and makes adjustments as needed.
    - Establishes action plans to ensure desired results.
    - Allows for practical, systematic and organized conclusions.


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# Summary of Competencies

17. Time and Priority Management: Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.
    - Effectively manages difficulties and delays to complete tasks on time.
    - Effectively manages time and priorities to meet deadlines.
    - Presents completed tasks on or before the deadline.
    - Demonstrates an ability to maintain deadlines in the midst of crisis.
    - Strives to improve prioritization.
    - Balances timelines and desired outcomes.
    - Takes initiative and prioritizes tasks to stay on schedule.
    - Accepts responsibility for deadlines and results.
    - Creates an environment conducive to effectiveness.
    - Reduces the amount of time spent on non-priorities.

18. Diplomacy: Effectively and tactfully handling difficult or sensitive issues.
    - Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
    - Understands cultural, climate and organizational issues.
    - Adapts conduct and communications to "politically correct" standards.
    - Effectively leverages networks of influence to enable progress.
    - Is sensitive to the needs of special interest groups within organizations.
    - Builds relationships and networks with key people of influence.
    - Provides advice, counsel and mentoring on organizational issues.
    - Utilizes both formal and informal networks internally to obtain support and achieve results.
    - Utilizes both formal and informal networks externally to obtain support and achieve results.
    - Expresses the context of a situation in a non-confrontational or positive manner.


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# Summary of Competencies

19. Influencing Others: Personally affecting others' actions, decisions, opinions or thinking.
    - Utilizes the knowledge of others' needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
    - Builds trust and credibility before attempting to promote concepts, products or services.
    - Understands and utilizes the behaviors of others to personally affect an outcome.
    - Uses logic and reason to develop rational arguments that challenge current assumptions.
    - Identifies and addresses the barriers that prevent people from seeing the benefits.
    - Adapts techniques to understand and meet the needs and wants of those being influenced.
    - Understands the role self-awareness plays in influencing others.
    - Leverages a person in an indirect but important way.
    - Produces effects on the actions, behavior and opinions of others.
    - Brings others to their way of thinking without force or coercion.

20. Problem Solving: Defining, analyzing and diagnosing key components of a problem to formulate a solution.
    - Anticipates, identifies and resolves problems or obstacles.
    - Utilizes logical processes to analyze and solve problems.
    - Defines the causes, effects, impact and scope of problems.
    - Identifies the multiple components of problems and their relationships.
    - Prioritizes steps to a solution.
    - Defines and develops criteria for optimum solutions.
    - Evaluates the potential impact of possible solutions.
    - Looks for specific goals, clearly defined solution paths, and/or clear expected solutions.
    - Allows for initial planning including some abstract thinking to come up with creative solutions.
    - Understands and defines the problem before jumping to a solution.


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# Summary of Competencies

21. Resiliency: Quickly recovering from adversity.
    - Demonstrates the ability to overcome setbacks.
    - Strives to remain optimistic in light of adversity.
    - Evaluates many aspects of the situations to create a positive outcome.
    - Recognizes criticism is an opportunity to improve.
    - Accepts setbacks and looks for ways to progress.
    - Utilizes feedback to forge forward.
    - Seeks to understand how certain obstacles can impact results.
    - Sees the unique opportunities by overcoming challenges.
    - Swiftly works through the emotions and effects of stressful events.
    - Copes with the inevitable bumps in life.

22. Creativity and Innovation: Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.
    - Notices unique patterns, variables, processes, systems or relationships.
    - Expresses non-traditional perspectives and/or novel approaches.
    - Synthesizes data, ideas, models, processes or systems to create new insights.
    - Challenges established theories, methods and/or protocols.
    - Encourages and promotes creativity and innovation.
    - Modifies existing concepts, methods, models, designs, processes, technologies and systems.
    - Develops and tests new theories to explain or resolve complex issues.
    - Applies unorthodox theories and/or methods.
    - Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.
    - Combines knowledge, curiosity, imagination, and evaluation to achieve desired results.


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# Summary of Competencies

23. Conceptual Thinking: Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.
    - Demonstrates the ability to identify patterns, themes or connections not noticed by others.
    - Gathers hypothetical or abstract concepts to formulate new insights.
    - Evaluates many patterns to formulate connections.
    - Recognizes unique or unusual perspectives.
    - Envisions hypothetical situations to formulate new concepts.
    - Utilizes patterns to develop new ways to process information.
    - Observes and analyzes data to create new methods, techniques or processes.
    - Sees new possibilities by dissecting the situation and examining the parts.
    - Integrates issues and factors into a practical framework.
    - Understands a situation or problem by identifying patterns or connections, to address key underlying issues.

24. Decision Making: Analyzing all aspects of a situation to make consistently sound and timely decisions.
    - Demonstrates an ability to make thorough decisions in a timely manner.
    - Gathers relevant input and develops a rationale for making decisions.
    - Evaluates the impact or consequences of decisions before making them.
    - Acts decisively once all aspects have been analyzed.
    - Focuses on timely decisions after the situations have been completely diagnosed.
    - Willing to update decisions if more information becomes available.
    - Provides a rationale for decisions when necessary.
    - Systematically analyzes information before making a decision.
    - Looks at all aspects of a situation including historical components.
    - Asks the right questions rather than making assumptions to produce a timely decision.


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# Summary of Competencies

25. Continuous Learning: Taking initiative to regularly learn new concepts, technologies and/or methods.
    - Demonstrates curiosity and enthusiasm for learning.
    - Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
    - Keeps abreast of current or new information through reading and other learning methods.
    - Actively interested in new technologies, processes and methods.
    - Welcomes or seeks assignments requiring new skills and knowledge.
    - Expends considerable effort and/or time on learning.
    - Genuinely enjoys learning.
    - Identifies opportunities to gain knowledge.
    - May be considered a knowledgeable resource by others.
    - Enjoys new resources or methods for learning.


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# Getting the Most From Your Report

Questions about the personal skills you are well developed in:

- Are you using the personal skills you are well developed in more in your personal or professional life?
- How is your development of these personal skills contributing to your success?
- How can you use these personal skills to advance your career, get a promotion or secure a better job?
- Do other people know that you are well developed in these personal skills?
- If not, what would be the benefit of sharing this information with them?

Questions about the personal skills in which you are developed and moderately developed:

- How has not fully developing these personal skills hindered your ability to succeed personally or professionally?
- Which of these personal skills might help you the most personally, if you developed them more thoroughly?
- Which of these personal skills might help you the most professionally, if you developed them more thoroughly?

Questions about the personal skills you have not yet developed:

- Which of these personal skills might help you the most personally, if you developed them?
- Which of these personal skills might help you the most professionally, if you developed them?


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